



Christchurch Girls' High School | Te Kura o Hine Waiora

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

Tēnā koe

Thank you for applying for this position at Christchurch Girls' High School/Te Kura o Hine Waiora.

We were founded in 1877 as the second state girls' secondary school in Aotearoa New Zealand and have a proud and long history of educating young women to take their place in the world. Embedded in our tradition is a focus on innovation and challenge to the prevailing norms by the first women principals who chose to educate girls well before women received the suffrage in our country.

Our river site has significant history for Te Rūnanga o Ngāi Tahu and we are committed to nurturing a strong bicultural relationship and supporting diverse cultures at our school.

We are in a new and exciting phase of renewal of vision and strategic direction for the school which has a roll of approximately 1250 and a staff of 120. The school has traditionally enjoyed very high achievement results and is reinterpreting what excellence means in a progressive and relational culture which will prepare our students for the future and ensure they flourish.

Our values which drive this vision are manaakitanga, whanaungatanga, aroha and rangatiratanga.

The key elements of the new vision are that:

- *We empower and inspire the development of 21st century lifelong learners*
- *We provide a passionate learning environment with diverse opportunities, experiences and authentic relationships*
- *We enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today*

Alongside this, the school rebuild has been in a reset with the Ministry of Education and we are beginning a new rebuild which will see the majority of the school rebuilt. We are looking forward to designing spaces which will equip our students and staff for the future. We enjoy what may be the most beautiful and relaxing school site in Aotearoa New Zealand with Ōtākaro flowing through the centre of the school and a wonderful new Performing Arts Centre facing Hagley Park.

The successful applicant will have the opportunity to join a very successful school, a highly motivated staff and will contribute to the design of a progressive curriculum and relational culture which will equip our students for the future.

We welcome your interest in our place.

Ngā mihi nui

Christine O'Neill



Christchurch Girls' High School | *Te Kura o Hine Waiora*

Manaakitanga. Whanaungatanga. Aroha. Rangatiratanga.

JOB DESCRIPTION

POSITION: HEAD OF LEARNING ENHANCEMENT AREA/SENCO

DEPARTMENT: LEARNING ENHANCEMENT AREA

RESPONSIBLE TO: Principal and Assistant Principal (Culture and Relationships: Students)

FUNCTIONAL RELATIONSHIPS

WITH: LEA teacher
LEA support staff
Teaching and pastoral staff
HOLAs
Assistant Principal (Principal's Nominee/ NZQA)

To be read in conjunction with the school Vision, Values and Strategic Plan, The School Teacher Profile, the Teachers' Council Educational Leadership Capability Framework, Standards for the Teaching Profession, and the Tataiako competencies.

The position has **2 MU** and **2 MMA** allocated on a permanent basis and full release for these responsibilities. While the HLEA will not have scheduled classes it is envisaged that the person will engage in some small group learning.

EXPECTATIONS:

We expect the Head of Learning Enhancement to:

- Show commitment to the values and vision of Christchurch Girls' High School / *Te Kura o Hine Waiora*.
- Show commitment to the development of a relational and restorative culture.
- Develop and lead culturally responsive organisational practice.
- Foster a flexible and future focused learning organisation.
- Lead within a 21st century pedagogy.
- Develop a team spirit of collaboration amongst staff.
- Take risks and encourage reflective practice.

QUALITIES REQUIRED:

- Courageous, caring, compassionate and has a high level of integrity, trust and authenticity.
- Developing change leadership skills with the ability to lead, motivate and support staff.
- Lifelong learner who is willing to engage with current thinking and research around future education.
- Ability to work collaboratively in a team approach with both staff and students.
- Ability to develop and manage quality relationships with parents and caregivers, whanau and community.
- Strong organisational skills and ability to prioritise, often under significant time pressure.

- Strong interpersonal and communication skills.
- An ability to think laterally and to problem solve.

KEY OBJECTIVES:

The **Head of Learning Enhancement/SENCO** role is a pivotal leadership role for ensuring that students with high needs have the learning programmes and support they need to achieve at school.

The **Head of Learning Enhancement/SENCO** works with other staff to ensure that professional development is in place and that effective teaching strategies are applied in classrooms.

The **Head of Learning Enhancement/SENCO** is directly responsible for managing the Learning Enhancement programmes for students with specific learning, behavioural and additional needs.

The **Head of Learning Enhancement/SENCO** implements the school's philosophy of inclusive education.

Our philosophy, consistent with our vision, is for inclusive educational and social development of students, with targeted levels of support. Therefore, students are included in classes and participate in the curriculum at an appropriate level, with the required support, in so far as resources allow.

We value an **inclusive** culture where students are valued and respected. All students have the opportunities to achieve their potential, and to participate in school life with their peers. Inclusive education is where all students are engaged in their learning and achieve by being present, participating, and belonging.

This includes students of all abilities, cultures, ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic status.

This means, amongst other aspects, we identify students, and groups of students, who need learning enhancement including

- neurodiverse learners
- learners with disabilities, learning difficulties, communication or behaviour difficulties, and/or sensory or physical impairments
- gifted learners
- those at risk of disengaging

GENERAL OBJECTIVES:

- 1 To reflect and contribute to the **strategic direction** of the school.
- 2 To ensure the quality delivery of the **curriculum** to meet the learning needs of the students in the Learning Area.
- 3 To provide **professional leadership** and support for members of the Learning Area in all areas of assessment and reporting.
- 4 To manage the **resources** of the Learning Area.
- 5 To maintain **collegiality** within the Learning Area and with other Learning Areas through professional collaboration.

Key Tasks		Expected Results
Administration		
Overview of key resourcing and school support issues as applies to students with identified special educational needs	<ul style="list-style-type: none"> Familiarity with and effective use of available resources to support students 	<ul style="list-style-type: none"> Funding applications are made to appropriate funding sources / agencies Applications for, and administration of, ORRS funding and ORRS teacher time Application for, and administration of ACC hours Administration of Learning Enhancement budget Application for, and administration of, RTLB Year 11-13 funding (or other funding that succeeds this) Application for Year 9 and 10 RTLB support Assist AP (Culture and Relationships (Students) in application for, and administration of, Interim Response Fund (IRF) funding where appropriate Application for, and administration of, assistive technology requirements for students with specific learning needs Application for, and administration of, special examination and other assessment arrangements including NZQA Special Assessment Conditions Register of medication or other health needs specific to LEA where appropriate (Medications are otherwise regulated through the school office)
Organisation of Special Assessment Conditions (SACs)	<ul style="list-style-type: none"> Students with specific learning needs are appropriately supported in assessments. 	<ul style="list-style-type: none"> Application for, and administration of, special examination and other assessment arrangements including NZQA Special Assessment Conditions Appoint and manage reader/writers Identification of students with SACs Develop and maintain database of students with SACs Upload and update student database to NZQA Communication of SACs to staff Appoint and manage reader/writers Oversee reader writer coordination in general Oversee reader/writer organisation for Year 11-13 internal assessments and school practice examinations Oversee organisation and allocation of reader/writers for all SAC students in NZQA examinations Note: a part time administration person is employed to carry out administration and coordination duties for reader/writers

Student Records	<ul style="list-style-type: none"> • Keep accurate records for students with special education needs 	<ul style="list-style-type: none"> • Maintain an up-to date register of students with special education needs and disseminate to teaching staff • Maintain and audit appropriate school and student records with regard to students with special education needs • Student information and data (including pastoral data) is accurate and available to other staff in KAMAR • Appropriate privacy protocols are in place
Develop and maintain professional, positive and productive relationships with whanau and all external agencies as required	<ul style="list-style-type: none"> • Individual Education Plan (IEP) meetings with whanau and agencies • Liaise with ACC, RTLB, OT, GSE, Southern Regional Health School, physiotherapists, psychologists, occupational therapists, transition specialists, speech and language therapists, social workers, neurodiversity advisers • Coordinate student referrals to agencies • Special Education Review meetings twice yearly • Meet with parents, teachers and students as required • Attend Te Whare Hauora meetings 	<ul style="list-style-type: none"> • Staff, whānau and students are informed and supported • Whānau are engaged and participatory in plans for students • Professional relationships with agencies lead to positive outcomes for students

Implementation of learning enhancement programmes	<ul style="list-style-type: none"> • Ongoing delivery of the supported literacy and numeracy programme • Initiation of other student support programmes in response to identified student needs • Transition of students with special education needs into the school is monitored and supported as necessary • Ongoing development and support of the restorative culture in the school 	<ul style="list-style-type: none"> • There is a programme to transition students with special education needs into and beyond the school • Liaise with other faculties around diagnostic testing and carry out LEA diagnostic testing to ascertain student learning needs • Targeted students have IEPs in place • Students needing accelerated learning in literacy and numeracy are identified and included in targeted programmes • Liaison with HOLA English and Mathematics re students identified as needing support • Report to Assistant Principal (PN) on outcomes of the literacy and numeracy acceleration programmes • Staff and students know and use the essential features of our restorative culture, particularly in relation to diverse learners • Teachers and students understand the features of effective classroom teaching and learning for diverse learners • School-wide practice in identifying and adopting evidence-based practice and strategies for differentiation are further developed • Strategies to increase appropriate and decrease inappropriate behaviour of students are developed and implemented, particularly in relation to diverse learners • Develop and implement best practice restraint models as per MOE Guidelines when appropriate
Management of Human Resources		
Recruiting, training and supervision of teacher aides	<ul style="list-style-type: none"> • Provision of teacher aide support for students with special education needs who require this, within resourcing available 	<ul style="list-style-type: none"> • Assist SLT in recruiting suitable Learning Enhancement Area staff • Manage and apply for relevant MOE/OT salary funding contributions • Provide advice, support and professional development for Learning Enhancement Area staff • Undertake Professional Growth Cycle with LEA teacher • Undertake appraisal of LEA support staff • Allocate teacher aides to students, small groups or classes, working within the available financial resources • Respond to teacher requests for teacher aide support, within the available resources

Engagement		
	<ul style="list-style-type: none"> • Develop positive relationships and communication with staff, students and whānau. 	<ul style="list-style-type: none"> • Ensure that students, whānau and teachers are kept informed of progress and any issues with the pastoral, social and academic development of students with specific education needs • Engage with Māori and Pasifika whānau meetings • Engage parents and whānau positively in IEP meetings • Contribute as appropriate to the weekly school newsletter and annual magazine • Advocate for the Learning Enhancement Area within the school
Professional Learning		
	<ul style="list-style-type: none"> • Maintain a working knowledge of current issues and best practice in special education • Provide professional learning and development support for support staff and teachers of students with identified special education needs 	<ul style="list-style-type: none"> • Use professional learning opportunities to improve and develop understanding of best practice in special education • Engage with best practice cultural responsiveness for students with special education needs eg cultural model of giftedness for Māori students • Support teaching and support staff in differentiation of the curriculum and in addressing special needs of learners, for example neurodiverse learners • Support teaching and support staff in managing behavioural special education needs
Reporting	<ul style="list-style-type: none"> • Provide regular reports 	<ul style="list-style-type: none"> • Provide a review report annually on programmes and progress towards supporting the pastoral, social and learning progress of students with identified special education needs • Meet regularly with the Assistant Principal (Relationships and Culture: Students) regarding the progress and welfare of students with special education needs • Meet once a term with the Assistant Principal (Innovation and Engagement) regarding accelerated learner and literacy and numeracy achievement progress



Christchurch Girls' High School | Te Kura o Hine Waiora

*This is the place where the waters nurture our girls in their education
Sapientia et veritas - Wisdom and Truth*

OUR VALUES:

Manaakitanga

Whanaungatanga

Aroha

Rangatiratanga

VISION: 'Our vision is to empower and inspire the development of 21st Century lifelong learners by providing a passionate learning environment with diverse opportunities, experiences and authentic relationships to enable learners to flourish, celebrate achievement, contribute to our world and become tomorrow's inspired leaders today.'

STRATEGIC GOALS:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

This means:

- ▶ The school is committed to the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- ▶ Transformational leadership in action
- ▶ School values are embodied in all leadership work and visible in behavior, interactions, structures and documentation.
- ▶ We enact the 21st Century learner framework

So that:

Our students and staff are equipped for the future and live our values and vision

We will measure this by:

- ▶ The Charter, strategic and annual plan, policies and procedures show visible and authentic lived values
- ▶ Staff, student and parent voice reflect transformational change
- ▶ There are diverse and visible leadership opportunities for staff and students

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

This means:

- ▶ Learner Agency – the power to act.
- ▶ Deep, authentic student engagement
- ▶ Student centred learning
- ▶ Excited, motivated, inspired teachers
- ▶ Collegiality and creativity
- ▶ Holistic understanding and aspiration for excellence for each student
- ▶ Inspiration from our history and tradition

So that:

Staff and students are passionate, engaged, lifelong learners with agency over their futures

We will measure this by:

- ▶ NZCER Me and My School survey at years 9 and 10
- ▶ Recruitment policies, procedures and documentation reflect these priorities
- ▶ Analysis of student attendance and staff retention statistics
- ▶ NCEA achievement years 11-13

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

This means:

- ▶ Design for Learning (in the context of CGHS)
- ▶ Diversity and flexibility in how, when and where students learn.
- ▶ The development of different programmes of study.
- ▶ Student access to learning programmes.
- ▶ Real world opportunities and contexts.

So that:

Our staff are open to innovation so that our students see their learning as relevant to their lives, see possibilities, create solutions and contribute to our world

We will measure this by:

- ▶ Staff uptake of professional learning opportunities and voice
- ▶ Our vision, values and 21st century learner framework are reflected in our emerging curriculum and space design.
- ▶ A service component to the Girls' High student profile

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust and valuing culture, language and identity (WELLBEING AND BELONGING))

This means:

- ▶ Demonstrating our values in all our interactions
- ▶ Partnership with our Maori whanau
- ▶ Partnership with our Pasifika and other ethnic communities
- ▶ Cultural responsiveness and inclusion – knowing our learners
- ▶ Inspiring our students by modelling what is possible.
- ▶ Restorative and relational culture
- ▶ Working with collaboration and treating people with dignity, interest and care.
- ▶ Actively implementing dispositions for learning
- ▶ Giving back to society

So that:

Our staff and students are resilient, empathetic and flourishing

We will measure this by:

- ▶ NCER whanau, staff and student wellbeing survey
- ▶ Counselling trends analysis and reports
- ▶ The Maturaka Mahaanui Indicators Framework shows progression on the indicators
- ▶ Pastoral data around restorative processes, stand downs and suspensions
- ▶ Acland House Surveys

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

This means:

- ▶ The school has a documented and approved strategic plan that identifies the school's vision, values, strategic goals and critical success factors for effective performance.
- ▶ Every strategic goal in the SP has an annual performance plan that sets targets for the key activities and achievement objectives for the year.
- ▶ The school annually reviews all portfolio areas within the 'school effectiveness' cycle.
- ▶ A comprehensive analysis of variance is undertaken on the school's strategic goals and annual strategic priorities.
- ▶ The school analyses the success and achievement of students across the school.
- ▶ The BOT regularly reviews and evaluates its governance roles and responsibilities.

So that:

We know who we are, as a school, whether we are making a difference for our students and staff and where we are going for the future

We will measure this by:

- ▶ STEADA self -review for every Faculty Term 1 (achievement and engagement analysis leading to change)
- ▶ Principal appraisal outcomes 2020
- ▶ ERO report 2020
- ▶ We meet the targets set in the Annual Plan

ANNUAL PLAN 2020:

STRATEGIC GOAL 1

To empower and inspire the development of 21st Century lifelong learners (TRANSFORMATIONAL LEADERSHIP CULTURE)

People own the vision and values

- ▶ The new vision has embedded in it the unique partnership with Ngai Tahu under Te Tiriti o Waitangi
- ▶ Co-construct a new vision, values and strategic direction which is transformational with staff, students and whanau
- ▶ Make the new vision and values visible and alive in the school
- ▶ Change structures and systems to encourage leadership, agency and adventurous initiatives
- ▶ The Education Brief is completed as a transformational blueprint for the future

Student Leadership

- ▶ Develop diverse student leadership opportunities
- ▶ Co-construct a student graduate profile

Staff Leadership

- ▶ A co-constructed CGHS teacher profile develops diversity and 21C capabilities
- ▶ Actively recruit of Maori and Pasifika staff to reflect our student diversity
- ▶ Professional development programmes enhance leadership across the school

Resourcing

- ▶ Authentic partnership with manawhenua informs Education Brief and master planning
- ▶ Master planning reflects the vision and strategic plan
- ▶ Annual budgeting reflects the strategic vision

STRATEGIC GOAL 2

To create a passionate learning environment where learners have the power to act (ENGAGEMENT)

Staff learning culture

- ▶ Build trust and collaboration by co-constructing vision and professional development learning with staff
- ▶ Attestation and professional learning systems are aspirational and aligned to the strategic vision.
- ▶ All staff are digitally upskilled so pedagogy is engaging for students

Student learning culture

- ▶ Student voice is gathered, valued by staff and informs curriculum change
- ▶ Equity of access to devices and technology is addressed and a priority
- ▶ Developing an holistic understanding of achievement and excellence in our students is prioritised
- ▶ Students are involved in assessing their own progress
- ▶ Investigate Student led learning conferences with ako teacher and whanau
- ▶ A rich co-curricular programme supports student engagement and achievement

Infrastructure

- ▶ A furniture renewal plan is developed, resourced and implemented to create more engaging learning spaces
- ▶ Masterplanning enhances the external environment for learning and wellbeing

STRATEGIC GOAL 3

To provide diverse learning opportunities and experiences that will empower and inspire learners (INNOVATION)

Design for Learning

- ▶ Investigate and understand the different models for new curriculum design
- ▶ Curriculum design team are resourced to research and lead staff development of a collaborative and innovative curriculum model for year 9 2021 with volunteer faculties
- ▶ Encourage and expose staff to opportunities to see learning and design in other schools
- ▶ New innovation budget creates opportunities for collaboration for our staff
- ▶ Deepen student passion for learning by high impact practices

Develop new partnerships for curriculum delivery

- ▶ Open discussions with CBHS around shared curriculum delivery at senior levels
- ▶ Explore community and industry options which maximise our inner city location
- ▶ Explore innovative delivery possibilities with ARA and UC

Develop new learning infrastructure

- ▶ Review times of the day, learning session times and timetable structures to enable innovative and collaborative teaching and learning
- ▶ Review reporting to students and parents so that we are delivering 24/7 real time accessible and personalized quality information

STRATEGIC GOAL 4

To build (foster) authentic relationships through connection, understanding and trust (WELLBEING)

Ensure that the school is a culturally responsive organisation

- ▶ Continue to build relationship with Ngai Tahu
- ▶ Ensure that Maori cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Whanau meetings continue and whanau focus group is established
- ▶ Ensure that Pasifika cultural knowledge, responsiveness and capability is grown among all staff
- ▶ Pasifika fono meetings are introduced and a Pasifika focus group is established
- ▶ Develop connections, relationships and cultural understanding with our Muslim community
- ▶ International students are valued and their needs are met
- ▶ Culture, identity and language is reflected in curriculum and protocols

School culture

- ▶ Increase opportunities for celebration, appreciation and community building (whanaungatanga) within the school
- ▶ Increase engagement opportunities with parents, whanau and PTA
- ▶ Increase engagement opportunities with Old Girls

A relational culture underpins all relationship and behaviour management approaches

- ▶ A restorative culture is introduced and implemented.
- ▶ All related policies and procedures are reviewed and aligned to the relational approach
- ▶ Staff, students and whanau understand and are informed about restorative philosophy and processes
- ▶ Key staff receive intensive conference facilitator training
- ▶ Budget is prioritised for this

Staff and student wellbeing is enhanced

- ▶ Ako time is further developed and staff are equipped to deliver a quality wellbeing programme with and for students
- ▶ A staff professional wellbeing plan is co-constructed with staff

STRATEGIC GOAL 5

To build a culture of organizational renewal and transformation through rigorous reflection and self-review (CRITICAL REFLECTION)

Emergent review

- ▶ Significant staff, student and whanau voice continues to be gathered for the new vision and strategic plan
- ▶ Curriculum change and redesign is developed informed by the completed Education Brief and the new strategic plan

Governance review

- ▶ Policies and procedures processes are reviewed and a new responsibility and timeline established
- ▶ A new Charter and strategic plan is adopted
- ▶ Education Brief is submitted successfully to the MOE

Management review

- ▶ Annual plan is completed to reflect new vision
- ▶ Principal monthly reporting to Board is reviewed and aligned to strategic and annual plan
- ▶ Staffing resourcing and appointment documentation is reviewed
- ▶ All job descriptions are reviewed and updated to align with vision
- ▶ SLT portfolios are reviewed and are designed to align with vision
- ▶ Review faculty self-review process